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NOTES AND NEWS

NOTICES TO SUBSCRIBERS

Subscriptions to *THE JOURNAL* run from October to May and can be accepted for the full volume only.

Members of Associations wishing to receive *THE JOURNAL* this coming year should notify their respective secretaries before the expiration of their subscriptions. All changes in address should be reported not later than October 1, 1917.

People living in the South and West, who wish to be considered members of the Association of Modern Language Teachers of the Central West and South, should report through Professor C. H. Handschin, Miami University, Oxford, Ohio.

During the course of May, the October, November, and December issues will be mailed to all subscribers who have not yet received them. Those who do not receive the full volume by May 31st are asked to notify the Business Manager.

Beginning with the second volume of *THE JOURNAL* in October 1917, one page will be set aside for advertisements of teachers seeking employment and schools having vacancies. The rate per line in a half-page column will be reasonable.

ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE CENTRAL WEST AND SOUTH

The second annual meeting of the Association of Modern Language Teachers of the Central West and South convened on Friday evening, April 20, in the German House in Indianapolis, under the auspices of the modern language teachers in the Colleges and Universities of Indiana, the Indiana State Normal, and the Public Schools of Indianapolis. Following a subscription dinner, the President, A. G. Canfield of the University of Michigan, delivered a brief address on some reflections produced by the time and circumstances of the meeting. It seemed well to him to put aside for a few moments questions of method, the strictly professional aspect of the gathering, and to consider what is the larger duty of the teacher of modern languages in the present grave national and international emergency. He urged a renewed devotion to the well known ideals of the profession in its aim of enriching America with the finer and more universal aspects

and ideas of other peoples, at the same time pointing out very solemnly and earnestly where the supreme allegiance is due, and the obligation it lays on all teachers to admit within the walls of their classrooms no principles nor ideals foreign to the democracy in which America places her hope.

After this address the meeting heard with great interest the reports of the Secretary-Treasurer of the Association, C. H. Handschin of Miami University, and of the Business Manager of *THE MODERN LANGUAGE JOURNAL*, A. Busse of Hunter College, who had come from New York to attend the meeting. It was a distinct pleasure to learn how both institutions were prospering. The Association has nearly eight hundred members, *THE JOURNAL* fifteen hundred subscribers, and both promise to end the fiscal year with encouraging bank balances. The details of Mr. Handschin's report indicated that the membership of the Association while constantly growing in numbers and in extent of territory, had still enormous room for expansion, and that certain states, particularly those to the south, have hardly been entered. It was pointed out that the constitution made provision for a vice-president from each state in the territory, whose particular function should be to act as a center of the propaganda for enlarging the sphere of influence of the Association and of *THE JOURNAL* which, in conjunction with the Eastern Federation, it helped found a little more than a year ago. A nominating committee was accordingly appointed to propose to the Executive Council the names of suitable persons, and the hope was expressed that the effect of this step on the membership of the Association would soon be manifest, especially in the more remote states.

Amid the enthusiasm aroused by the unexpectedly good showing of *THE JOURNAL*'s first financial year, Mr. Busse spoke of the rapid increase in the cost of manufacture of periodicals and warned his auditors that the second year's expenses might prove a heavier drain on *THE JOURNAL*'s income. It was, however, the opinion of all present that the Association owed a debt of gratitude to Messrs. Busse and Handschin for the ability and devotion displayed by them in the discharge of difficult and ungrateful tasks.

The Association convened the next morning at 9:30 to carry out its regular program. R. C. Ford of the Michigan State

Normal College urged that the teaching of pronunciation should keep pace with the progress of science in general. The teacher's own equipment is of the utmost importance. Applied phonetics aid both teacher and pupil. Alertness of the pupil's senses is stimulated by hearing the foreign tongue and trying to speak it. In the discussion the opinion was expressed that pupils who have had some training in pronouncing and reading the mother tongue succeed much more readily in acquiring the sounds of another language.

W. E. Mosher of Oberlin proclaimed the importance of word study in general as a part of language study. The immediate value of this subject for foreign language teachers is seen in the study of etymologies, which arouse interest in the language stuff itself and promote associations, and of synonyms. For these latter the speaker deprecated the too frequent habit on the part of teachers and editors of considering an approximate translation as a satisfactory treatment, and demanded greater exactness for example, in the differentiation of such words as *indem* and *während*. It is only thus that the beginner acquires a feeling for the real meaning of sentences.

Charles Young of Beloit advocated teaching verbs as a whole, not piecemeal. He teaches some fifteen irregular verbs in the first semester and about twenty in the second. Frequent tests, oral and written, keep the class fresh on the verbs studied and afford opportunity for drill on pronouns as well.

The Laboratory Method of teaching a foreign language was set forth by E. F. Engel of Kansas University. The paper was listened to with great interest, but there was a general desire to see it in print before forming an opinion on the practicability of the method. In order to make the connection between his class and the subject as close and continuous as possible, Mr. Engel devotes two hours daily to each recitation, and appeals to all the senses by the use of phonetic charts, pictures, much board work and note books in which all the explanations and vocabulary material are entered. His chief aim is the acquisition by his students of a standard active vocabulary, and the awakening of the language sense by establishing all associations, but his demonstration of this by reference to a diagram based on the work of Wundt would demand closer examination than can be given here.

It was generally felt that the practical obstacles to such a method would be grave, no matter how excellent the results might be, but that the two hours daily spent in the atmosphere of the language to be acquired ought to facilitate greatly the cultivation of new speech habits.

In a short talk on the use of the stereopticon, Jacob Heyd of the Kirksville, Mo., Normal School, showed how phonetic charts, pictures of noted places, maps, photographs and the like may be instantly thrown on a screen, and how the amateur photographer may make his own slides in the absence of a convenient place to buy them. Miss Josephine Doniat of the Carl Schurz High School, Chicago, suggested the appointment of a committee to draw up suitable courses of study on the modern foreign languages in line with similar work that is being done by other groups of teachers. The suggestion was approved of.

At the afternoon session, A. Coleman of the University of Chicago maintained that both the advocates and the opponents of the use of phonetics in elementary French should feel it incumbent on them not to mistake the mere employment of phonetic symbols for the application of physiological linguistic facts. A. G. Bovee of University High School showed how beginners are made to comprehend the differing forces of the past descriptive and past narrative tenses. The teacher tells a simple anecdote in French in the present, taking care that gesture or synonyms or dramatic action make the story clear. Then, with the aid of the class, he transfers it to the past sphere, bringing out that all presents which give the setting for the situation become past descriptives, while those in which the chief interest is on the action, the completion of which is evident, become present perfects (*passé indéfini*). The reporter felt that much more emphasis might have been laid on this topic than the time allowed, for certainly the teaching of French tense uses in general is bad enough.

The paper by R. J. Kellogg of James Milliken University, on experimental language investigations in American colleges, was somewhat out of place. The subject would have demanded far more time than was allotted it. The speaker showed how vast was the field but did not connect up the subject with the concrete questions that his audience was evidently chiefly interested in. Herman Babson of Purdue University spoke of concentration in

language study but did not suggest any new methods by which it might be fostered. Two more papers, one by Mrs. Charlotte Hughes of Grand Rapids on dictation, the other by J. A. Hess of Indiana University, on the use of pictures in German classes in college, aroused much discussion and brought the program to an end.

Before adjourning to meet in Chicago in 1918, the Association adopted by a rising vote the following resolution offered by B. J. Vos of Indiana University: "We, members of the Association of Modern Language Teachers of the Central West and South, assembled in annual meeting in Indianapolis, though now as ever convinced of the service we render to American education by fostering and furthering among our youth the knowledge and appreciation of the literature, achievements institutions, and ideals of other peoples, hereby reaffirm, in this hour of war, our supreme allegiance to the principles and ideals of our Republic and to the government to which we have committed their realization."

University of Chicago

A. COLEMAN.

The officers chosen by the Association were also included in the above report, but the managing editor has been requested not to publish the list until it is complete.